News You Can Use: Resources and Supports for Students with Autism and Their Families
Part 1

NASDSE Professional Development Series

Hatton, D.D., & Henry, S. (2008). *News you can use: Resources and supports for students with autism and their families.* Pittsburgh, PA. October 9, 2008. NASDSE Professional Development Series

OCALI

OHIO CENTER FOR AUTISM AND LOW INCIDENCE

THE NATIONAL PROFESSIONAL DEVELOPMENT CENTER ON
AUTISM SPECTRUM DISORDERS

Promoting the Use of Evidence-based Practices: The National Professional Development Center on Autism Spectrum Disorders

Hatton, D.D., & Odom, S. L. (2008). *Promoting the use of evidence-based practices for autism spectrum disorders: The National Professional Development Center on ASD*. Pittsburgh, PA. October 9, 2008. NASDSE Professional Development Series.

Cooperative Agreement H 35G 070004
U.S. Department of Education, Office of Special Education Programs

THE NATIONAL PROFESSIONAL DEVELOPMENT CENTER ON
AUTISM SPECTRUM DISORDERS

IDEAs that Work
U.S. Office of Special Education Programs

Session Objectives

Participants will

- define evidence-based practices (EBP) as described by the National Professional Development Center on Autism Spectrum Disorders (NPDC on ASD)
- discuss the rationale for using EBP and a process for linking EBP to IEP/IFSP goals and objectives
- identify EBP for children and adolescents with ASD
- describe activities of the NPDC on ASD and how to access state applications

What is the National Professional Development Center on ASD and how can it help promote optimal outcomes for children and adolescents with ASD and their families?

THE NATIONAL PROFESSIONAL DEVELOPMENT CENTER ON
AUTISM SPECTRUM DISORDERS

National Professional Development Center on Autism Spectrum Disorders

A multi-university center to promote use of evidence-based practice for children and adolescents with autism spectrum disorders

IDEAs that Work
U.S. Office of Special Education Programs

THE NATIONAL PROFESSIONAL DEVELOPMENT CENTER ON AUTISM SPECTRUM DISORDERS

Cooperative Agreement H 35G 070004
U.S. Department of Education
Office of Special Education Programs

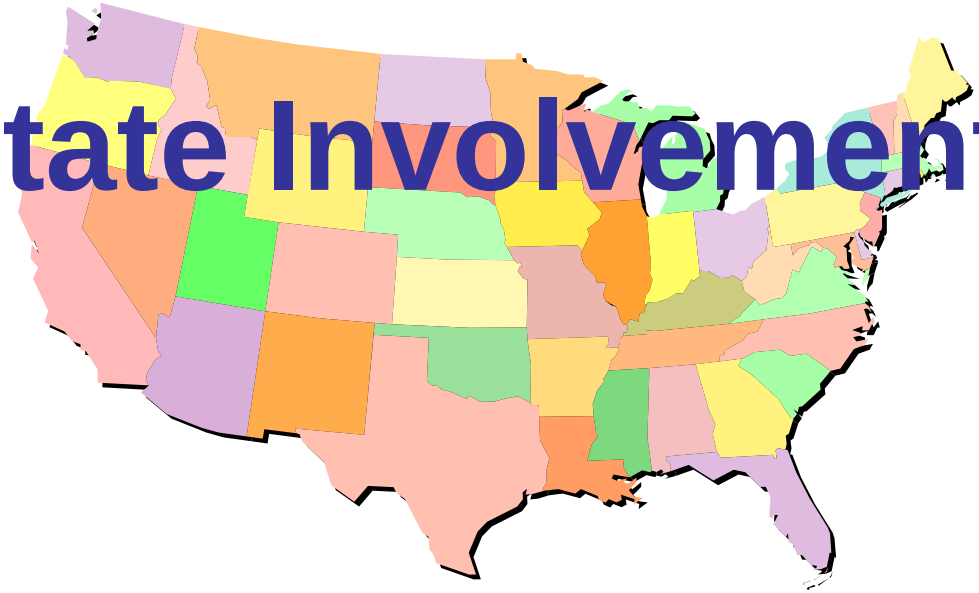
National Professional Development Center on Autism Spectrum Disorders: Sites

- FPG Child Development Institute, University of North Carolina at Chapel Hill
  - FPG (Sam Odom and Deborah Hatton)
  - Division TEACCH and Neurodevelopmental Disorders Research Center
  - Center for Development and Learning
- Waisman Center, University of Wisconsin at Madison
  - Len Abbeduto and Linda Tuchman-Ginsberg
- M.I.N.D. Institute, University of California at Davis Medical School
  - Sally Rogers, Sally Ozonoff, John Brown

Goals of the Center

- Promote optimal development, learning, and achievement for infants, preschoolers, elementary, and secondary students with ASD and support for their families through use of evidence-based practices (EBP)
- Increase state capacity to implement EBPs in early identification, intervention, and education
- Increase the number of highly qualified personnel serving children with ASD through sustainable technical assistance and professional development

State Involvement



- Year 1, Cohort 1: Master content and process in collaboration with NPDC staff (IN, NM, WI)
- Years 2-4: States complete competitive application
  - Year 2, Cohort 2: KY, MN, MI
  - Year 3, Cohort 3: ???
  - Year 4, Cohort 4: ???
- Total number of states served: 12

Access State Application Forms and Instructions at Project Web site

www.fpg.unc.edu/~autismpdc

The National Professional Development Center On Autism Spectrum Disorders - Mozilla Firefox

File Edit View History Bookmarks Tools Help

http://www.fpg.unc.edu/~autismpdc/

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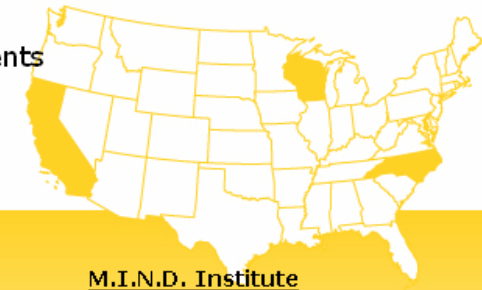
THE NATIONAL PROFESSIONAL DEVELOPMENT CENTER ON AUTISM SPECTRUM DISORDERS

ABOUT THE CENTER | RESOURCES | TECHNICAL ASSISTANCE & TRAINING

A multi-university center to promote use of evidence-based practice for children and adolescents with autism spectrum disorders



MULTI-UNIVERSITY PARTNERSHIP AND REGIONAL DIRECTORS

FPG Child Development Institute
University of North Carolina

Sam Odom
Principal Investigator
Deborah Hatton
Co-PI & Project Director

UNC partners
Division TEACCH
Center for Development and Learning
Neurodevelopmental Disorders Research Center

Waisman Center
University of Wisconsin-Madison

Leonard Abbeduto
Linda Tuchman-Ginsberg

M.I.N.D. Institute
University of California at Davis Medical School

Sally Rogers
Sally Ozonoff
John Brown

www.fpg.unc.edu/~autismpdc

UNC FPG CHILD DEVELOPMENT INSTITUTE

Cooperative Agreement H 35G 070004 U.S. Department of Education, Office of Special Education Programs. This project is supported by the U.S. Department of Education, Office of Special Education Programs (OSEP). Opinions expressed herein are those of the authors and do not necessarily represent the position of the U.S. Department of Education.

IDEAs that Work U.S. Office of Special Education Programs

Group Login Contact Us *Site last updated 11/192007*

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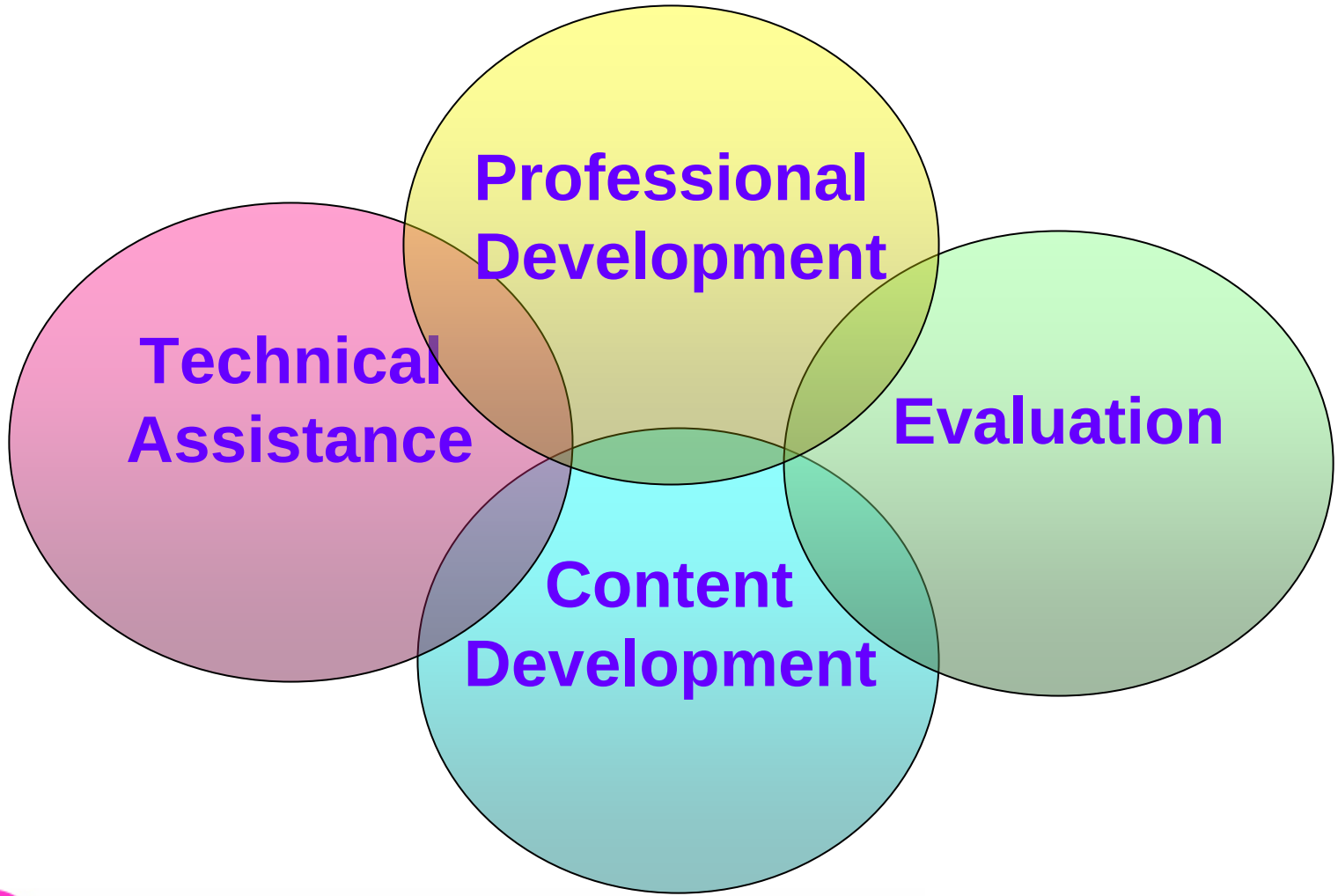
What can NPDC provide?



Content Development

Foundations of Autism Spectrum Disorders Online Course

- Eight sessions
- Pre and post test for each session
- Accessed online using *BlackBoard* platform

Content Development

Evidence-based Practices

What is an EBP?

To be considered an evidence-based practice for individuals with ASD by The National Professional Development Center on ASD, efficacy must be established through peer-reviewed research in scientific journals using:

- *randomized or quasi-experimental design studies.* Two high quality experimental or quasi-experimental studies,
- *single-subject design studies.* Three different researchers must have conducted five high quality single subject design studies, or
- *combination of evidence.* One high quality randomized or quasi-experimental group design study and three high quality single subject design studies conducted by at least three different investigators or research groups.

What is an EBP?

- High quality randomized or quasi experimental design studies do not have critical design flaws that create confounds to the studies and have design features that readers/consumers to rule out competing hypotheses for study findings.
- High quality single subject design studies have no critical design flaws that create confounds and demonstrate experimental control at least three times.

What is an EBP?

The NPDC definition and criteria are based on the following sources:

Horner, R., Carr, E., Halle, J., McGee, G., Odom, S., & Wolery, M. (2005). The use of single subject research to identify evidence-based practice in Special Education. *Exceptional Children, 71,* 165-180.

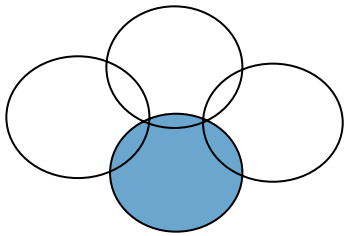
Nathan, P. & Gorman, J. M. (2002). *A guide to treatments that work.* NY: Oxford University Press.

Odom, S. L., Brantlinger, E., Gersten, R., Horner, R. D., Thompson, B., Harris, K. (2004). *Quality indicators for research in special education and guidelines for evidence-based practices: Executive summary.* Arlington, VA: Council for Exceptional Children Division for Research.

Rogers, S.J.,& Vismara, L.A. (2008). Evidence based comprehensive treatments for early autism. *Journal of Child Clinical Psychology, 37(1)*, 8-38.

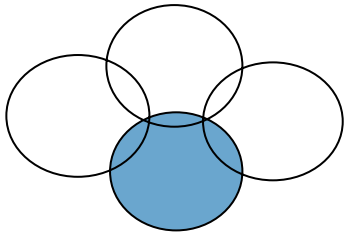
Why evidence-based practices?

- To promote the optimal development, learning, achievement, employment, and well being of individuals with ASD and to support their families
- Because IDEIA (2004) requires the use of scientific, evidence-based practices for children and youth with disabilities
- Because teachers are accountable for their instructional/intervention practices
- Because instructional/intervention decisions should be data driven



Content Development

- Identify/define criteria for evidence
- Identify evidence-based practices
- Develop online introductory course on ASD
- Develop modules on evidence-based practices
- Provide content of summer institute

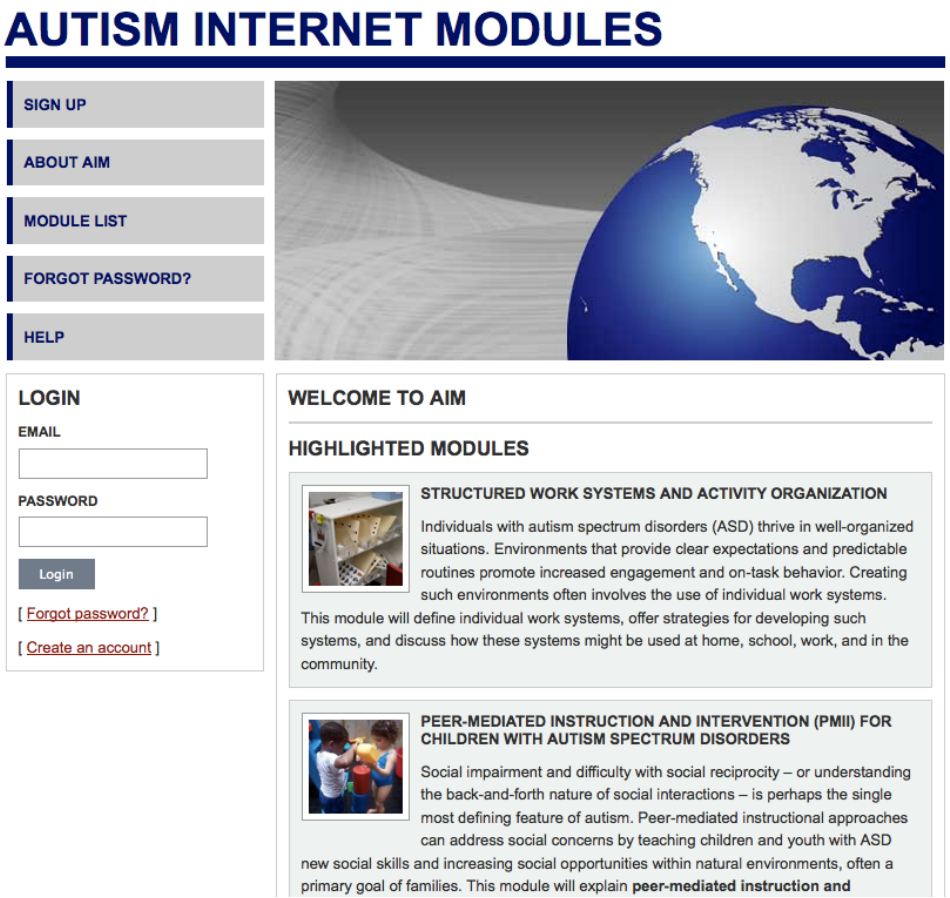


Content Development

Web-based Module Content

- Pre-Test/Post-Test
- Contextual Information
- Step-by-Step Instructions
- Case Examples
- Video Examples
- Implementation Checklist
- Summary of Evidence Base
- Resources

Collaboration with OCALI and Partners for Module Development



THE NATIONAL PROFESSIONAL DEVELOPMENT CENTER ON
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Autism Internet Modules

http://www.autisminternetmodules.org/

THE NATIONAL PROFESSIONAL DEVELOPMENT CENTER ON
AUTISM SPECTRUM DISORDERS

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- Introduction
- Pre-Assessment
- Overview
- Learner Objectives
- What is Peer-Mediated Instruction and Intervention (PMII)?
- Who Can Use PMII and How Does it Work?
- PMII for Early Childhood: Peer Initiation Training
- Late Elementary through High School: Peer Social Networking
- Frequently Asked Questions (FAQ)
- Summary
- Evidence Base for PMII
- References and Citation
- Post-Assessment

RESOURCES

- Step-by-Step Instructions
- Implementation Checklists
- Documents
- Discussion Questions
- Activities

HOME > Peer-Mediated Instruction and Intervention (PMII) for Children with Autism Spectrum Disorders > Who Can Use PMII and How Does it Work?

WHO CAN USE PMII AND HOW DOES IT WORK?

WHO CAN USE PMII?

This approach can be used by a variety of professionals including teachers, special educators, therapists, and classroom assistants in different educational and community-based environments.

ZOOM

WHO WOULD BENEFIT MOST FROM PMII?

PMII is most useful for children and youth with ASD who have limited communication skills, who rarely initiate or respond to social interactions with peers, and who do not appear to be benefiting from group instruction. For these learners with ASD, the persistent social initiations from peers will increase social responding, sometimes increase social initiations, and heighten their social engagement. For children and youth with ASD who have communication skills (i.e., can express their needs to adults and understand verbal instructions), social skills training groups that involve both focal children and peers may be more effective. For middle school-aged and high school-aged students with ASD, social networking groups may be more appropriate.

HOW DOES IT WORK?

Peer-mediated interventions are based on principles of behaviorism and social learning theory (Bandura, 1977). Peers are carefully and systematically taught ways of engaging children and youth with ASD in positive and extended social interactions in both teacher-directed and child-initiated activities (English et al., 1997; Odom et al., 1999; Strain & Odom, 1986). Peer-mediated interventions are beneficial for children and youth with ASD because they increase the likelihood that learners with ASD will generalize new social skills to different activities and with different peers that were not involved in the initial training and intervention (Rogers, 2000). This is particularly important given the difficulty that individuals with ASD have generalizing the use of skills to new situations and to different people.

Content for this module was developed by
The National Professional Development Center On Autism Spectrum Disorders

<< Previous Page | Next Page >>

TEXT SIZE

A A A RESET ?

SEARCH GLOSSARY

GO

PAGE KEYWORDS

Peer-mediated instruction and intervention (PMII)

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- Introduction
- Pre-Assessment
- Overview
- Learner Objectives
- What is Peer-Mediated Instruction and Intervention (PMII)?
- Who Can Use PMII and How Does it Work?
- PMII for Early Childhood: Peer Initiation Training
  - Steps 1 and 2
  - Steps 3 and 4
  - Step 5
  - Video Examples
  - Putting it All Together
- Late Elementary through High School: Peer Social Networking
- Frequently Asked Questions (FAQ)
- Summary
- Evidence Base for PMII
- References and Citation
- Post-Assessment

RESOURCES

- Step-by-Step Instructions

HOME > Peer-Mediated Instruction and Intervention (PMII) for Children with Autism Spectrum Disorders > PMII for Early Childhood: Peer Initiation Training > Video Examples

TEXT SIZE

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SEARCH GLOSSARY

GO

VIDEO EXAMPLES

The first two videos should be viewed after completing the content for Steps 1 and 2. The first is a training session video, the second is a practice session video. The third video should be viewed after completing the content for Step 5.

MOVIE: PEER INITIATION TRAINING SESSION

Play Movie | Stop Movie | Skip Movie Back | Skip Movie Forward | Start Movie Over

MOVIE TRANSCRIPT

Adult: "What's your name?"

Sam: "Sam"

Adult: "Sam, and what is your name?"

[Download Movie Transcript (PDF) | Download Quicktime Media Player]

Module Development Update

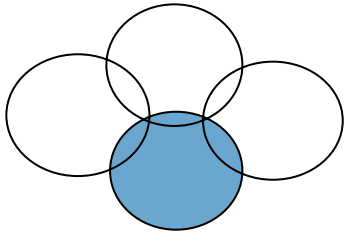
Practice	EB	Steps	Implementation CL	Overview	Module
Peer Mediated Instruction/Interven.	X	X	X	X	On line NPDC
Picture Exchange Communication System (PECS)	X	X	X	X	Edit
Social Narratives	X	Edit	Edit	Edit	
Speech Generating Devices/VOCA		X	X	X	Edit
Structured Work Systems	X	X	X	X	On line AIM
Visual Supports	X	X	X	X	On line AIM

Module Development Update

Practice	EB	Steps	Implementation CL	Overview	Module
Computer Assisted Instruct.	X	Edit	Edit	Edit	
Naturalistic Techniques					
Parent Training					
Pivotal Response Training	X	Edit	Edit	Edit	
Positive Behavioral Supports					
Self Management	X	Edit	Edit	Edit	
Social Skills					
Video Modeling	X		X	X	On line AIM

Module Development Update

Practice	EB	Steps	Implementation CL	Overview	Module
Differential Reinforcement	X				
Discrete Trial Train.	X	Edit	Edit	Edit	
Extinction	X	Edit	Edit	Edit	
Functional Behavior Assess	X				
Functional Commun. Train.	X	Edit	Edit	Edit	
Prompting					
Reinforcement					
Stimulus Control/ Environ Mod					
Task Analysis					



Content Development

Products

- Project Website
- Assessment Instruments
  - Autism Program Environment Rating Scale (APERS)
  - Autism Evidence-Based Practices Inventory
  - Fidelity Implementation Checklists
- Web-based Modules
- Online Course
- National Network for Information Dissemination

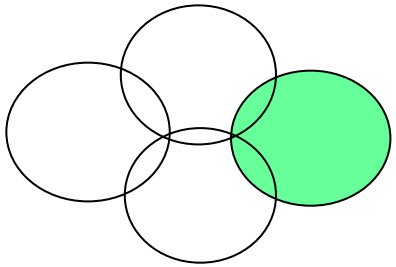
Professional Development

Intensive Summer Institute

1. Increase knowledge of EBP
2. Identify elements of high quality programs
3. Build networking, collaboration, and skills of members of state autism training team
4. Develop plans for model sites and for dissemination across state

Technical Assistance

1. Development of state strategic plan
2. Development of model sites
3. Use of goal attainment scaling
4. Development of community of practice
5. Onsite coaching/mentoring on
   - development/evaluation of high quality programs
   - use of EBP



Evaluation

- Content
- Professional Development
- Technical Assistance
- Outcomes
  - Child
  - Family
  - Practitioner
  - Systems

NPDC on ASD

Presents a tremendous opportunity to

- operationalize scientific literature on practices in a practioner-friendly format
- assist states in introducing use of EBP as an important tool for practitioners' tool boxes
- provide models of sustainable professional development and technical assistance
- collaborate with organizations such as NASDE and OCALI to use resources as efficiently as possible
- advance early screening and diagnosis of ASD